

Downham Market Academy

Equality Information and Objectives

Approved by: LGB **Date:** Sept 2021

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School

The equality link governor is **Simon Sandler-Vallance**

They will:

- › Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The Head of School will:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors

Esther Hyde is the designated member of staff for equality who will:

- › Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Support the Head of School in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings and staff briefings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training during the school year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling transgender students to use facilities appropriate for their needs)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school extra-curricular activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic, transphobic or racist bullying)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Studies and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in History pupils will be study aspects of history from across the globe and be introduced to individuals from the past with protected characteristics as identified by the Equality Act 2010
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links, and will continue to do so, with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2022, and report on this to the governing board.

Why we have chosen this objective: The diversity of our student body is increasing more quickly than the diversity of the staff body. It is important that students can see themselves reflected in the school staffing body as role models, e.g. students with disability know members of staff with disabilities, or non-white students see non-white members of staff. It is important to identify if potential candidates from diverse backgrounds are applying to our roles in order to consider ways of increasing the diversity of the staff body.

To achieve this objective we plan to: Analyse the recruitment data for roles with start-dates in 2020 and 2021 and evaluate this with regard to race, gender and disability.

Progress we are making towards this objective: New objective for September 2021.

Objective 2

Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example by increasing understanding between pupils who identify as LGBTQ+ and those who do not.

Why we have chosen this objective: The school serves a predominately white-British catchment area in rural Norfolk. As such, pupils at the school do not necessarily have the opportunity to engage with and develop an understanding of those from diverse backgrounds.

To achieve this objective we plan to: Embed individuals and groups from diverse backgrounds, such as LGBTQ+, Disabled people or people from non-white ethnic backgrounds into the school curricular and extra-curricular activities to enhance pupils' knowledge and understanding of those with different backgrounds and/or characteristics.

Progress we are making towards this objective: We celebrate Black History Month (October) and LGBTQ+ History Month (February). The school is currently working towards achieving the Rainbow Flag

Award which gives the opportunity for the school to embed new practices into increasing the visibility of LGBTQ+ pupils.

Objective 3

See an increase in the recording, monitoring and addressing instances of bullying against protected characteristics, for example, racist, sexist, homophobic, transphobic, xenophobic or ableist bullying.

Why we have chosen this objective: We are aware that some pupils are not confident in reporting issues of bullying against protected characteristics.

To achieve this objective we plan to: Provide training to the safeguarding and pastoral team, including Heads of Year and form tutors, in recognising and responding to instances of bullying against protected characteristics. Encourage pupils to report such instances and ensure that they are dealt with quickly and efficiently, involving parents/carers and external bodies as appropriate.

Progress we are making towards this objective: Training on appropriate language to use with regard to the LGBTQ+ community was delivered in February 2021. Homophobic bullying has been added as a sub-category to the behavior recording system on SIMs. The Designated Safeguarding Lead tracks instances of bullying, including racist, homophobic, transphobic and sexist bullying. A survey of instances of racism was undertaken with Year 7 students and reported instances dealt with by the Assistant Head for Behaviour and the Head of School.

Objective 4

Train all members of staff on the school's Equality and Diversity policy and objectives. Training evaluation data will show that 100% of those attending have a good understanding of the purpose of the Equality and Diversity policy.

Why we have chosen this objective: This new policy is the cornerstone of improvements to the equality and diversity of the school. It is essential that staff are aware of and understand the policy in order to ensure that they are able to support the school's progress towards the objectives outlined in this policy.

To achieve this objective we plan to: Deliver training throughout the academic year of 2021/2022 to all staff regarding the policy. Staff will complete an evaluation form, and any staff who are not confident they have met the objectives of the training will be given further training.

Progress we are making towards this objective: New objective for September 2021.

9. Monitoring arrangements

The Head of School will update the equality information we publish, described in sections 4 and 5 above, at least every year.

This document will be reviewed and approved by the governing board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- › Accessibility statement
- › Anti-bullying policy
- › Personal Social Health Economic Education Policy
- › Transgender policy